

Race to the Top

Presentation to superintendents

Pennsylvania Department of Education

December 7, 2009

Four key ideas to keep in mind as we discuss RTTT today

A unique opportunity

- This is an historic, once-in-a-lifetime opportunity to initiate significant reform to your district

Funding in exchange for collaboration

- If our application is successful then substantial funding will be available for your district to implement the reforms in Race to the Top, (but only) if you, your local union, and your local school board are willing to agree to collaborate on RTTT reforms

Agree to agree

- By agreeing to participate, you, your union, and your board are “agreeing to agree” – you do not have to decide on details right now, but you do have to agree to
 - Adopt the RTTT reform principals laid out in the PDE communication, and
 - Engage in a collaborative process to align on details over the next 3 to 6 months

No time to waste

- Our first deadline for a **preliminary letter of intent** is due on **December 18th**, in less than two weeks – we need you to engage your board and union ASAP

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1 RTTT is a \$4.35B competitive grant meant to drive reform in 4 specific areas

Race to the Top...

- Is a **\$4.35B competitive grant program** awarded by the US Department of Education
- **States have to compete** for the grant by submitting ambitious yet achievable plans
- Pennsylvania intends to compete in the first phase with a **submission deadline of Jan 19, 2010**
- Pennsylvania is in a great position to win and would be eligible for **\$200-400M**

Reform areas	Description	% of points
Great Teachers and Leaders	Increase teacher and principal effectiveness and achieve equitable distribution of teachers	28
Standards and Assessments	Adopt internationally benchmarked standards and high quality assessments	14
Turning around the lowest achieving schools	Turn around struggling schools using one of 4 intervention models	10
Data systems to support instruction	Improve the collection and use of data to improve instruction	9
Additional success factors		
Statewide capacity, broad stakeholder support, and strong LEA commitment		25
Other ¹		14
Total		100

¹ Includes reform conditions such as prioritized education funding, strong charter-support environment – 11%, and clearly defined STEM reform program – 3%

2 Pennsylvania is strongly positioned to win Race to the Top, strengthening its already successful reform agenda

Why is PA a strong contender for Race to the Top?

1. **Foundations** for system-wide reform

2. **History** of academic improvement

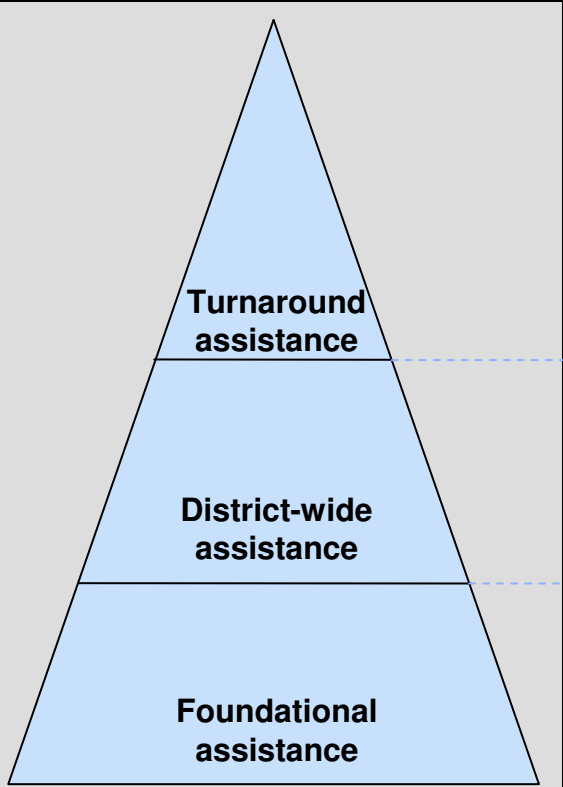
3. National **innovation** at the district level

4. **Policy environment and network of support** to implement with fidelity

What are some examples of our success?

- Pennsylvania's standards-aligned system (SAS) links benchmarked standards with a rigorous curricular framework and fair assessments
 - National recognition for progress of state-wide longitudinal data system
 - Nationally recognized early childhood program
 - PIL program providing high-caliber PD to school leaders
 - Tiered school-based interventions providing targeted assistance
-
- Only U.S. state with student achievement gains at all levels of elementary, middle, and high school from 2002-2008¹
-
- Pittsburgh's work on teacher effectiveness is a national model for collaboration between teacher unions and districts
-
- Legislative steps to ensure the equitable distribution of funds across the state
 - Unparalleled system of technical supports for districts through IUs

3 How districts may participate

Levels of assistance	District Type	Eligibility	Requirements of RTTT
 <p>Turnaround assistance</p>	<ul style="list-style-type: none"> Participating districts with turnaround schools 	<ul style="list-style-type: none"> 31 districts already identified as eligible for turnaround support 	<ul style="list-style-type: none"> Implement all mandatory reforms Agree to 1 of 4 intervention models for each turnaround school Submit MOU signed by the superintendent, the president of the school board and local union
<p>District-wide assistance</p>	<ul style="list-style-type: none"> Participating districts 	<ul style="list-style-type: none"> Any other non-turnaround district that agrees to participate in RTTT 	<ul style="list-style-type: none"> Implement all mandatory reforms Submit MOU signed by the superintendent, the president of the school board and the local union
<p>Foundational assistance</p>	<ul style="list-style-type: none"> All other districts 	<ul style="list-style-type: none"> All districts who do not agree to participate in the Race to the Top 	<ul style="list-style-type: none"> No requirements under RTTT, unless the district is also a participating district

3 Potential award to districts if 150 districts participate, and PDE receives a total RTTT award of \$400 million

Estimated allocation to districts based on size and Title I allocation formula mandated by RTTT^{1,2}

		District Title I Part A grant levels (current year only)		
		15% census poor	5% census poor	2% census poor
		Basic, Targeted, EFIG, Concentration	Basic, Targeted, EFIG only	Basic only
Number of students in district	Greater than 10,000	\$3 million to \$8 million	\$1 million to \$4 million	\$300,000 to \$1 million
	5,000 – 10,000	\$1 million to \$3 million	\$500,000 to \$1 million	\$150,000 to \$500,000
	2,500 – 5,000	\$500,000 to \$1.5 million	\$200,000 to \$500,000	\$100,000 to \$200,000
	Less than 2,500	\$200,000 to \$600,000	\$100,000 to \$300,000	\$100,000 to \$150,000

Turnaround schools will receive an additional \$700 to \$900 per student not included in this table³

1 Allocations are based on assumptions about the number of participating districts, the potential award amount to Pennsylvania, and the method PDE will use to distribute funds; allocation levels are preliminary and are subject to change

2 This table does not apply for Philadelphia and Pittsburgh

3 Turnaround districts that are eligible for Title I school improvement funds are expected to supplement their RTTT funding with SI funding to pay for initiatives in turnaround schools

4 Our plan focuses on six objectives

What we're trying to achieve

- 1 Strengthen and expand the **standards-aligned system (SAS)** and **develop data systems** capable of supporting reform
- 2 Develop a world-class **human capital pipeline** for teachers and leaders
- 3 Develop a robust multi-measure **evaluation system**
- 4 Create a coherent approach to **professional development**
- 5 **Turnaround** the lowest performing schools
- 6 **Evaluate** programs and Identify and spread **best practices**

4 How to read the proposed activities tables (1 of 2)

Summary of proposed activities (1/3)

Primary Objectives

The State will...

SAS and the use of data

Adopt and align Pennsylvania's existing academic standards and system of assessments with the Common Core standards

Provide training on the standards aligned system and associated tools such as the voluntary model curriculum, diagnostic assessments and other SAS tools and resources integrating new standards as needed

Develop model systems and tools to support the effective use of real-time data to drive instruction including:

- (a) a model system of assessments (formative, benchmark, diagnostic, summative)
- (b) a model Early Warning System to use real-time data to identify at-risk students in grades 6 and above
- (c) protocols for collaborative planning time for teachers

Provide technical assistance in backward mapping curricula

Create a model school information system (SIS) for use at the local level that provides real-time student data and communicates with the State Longitudinal Data System (PIMS)

Participating districts will...

Implement a high quality curriculum that is aligned with standards, assessments, curriculum framework, instruction, materials and interventions

Implement a rigorous research-based curriculum aligned with standards, assessments, curriculum framework, instruction, materials and interventions

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Turnaround schools in participating districts must...

Implement a rigorous research-based curriculum aligned with standards, assessments, curriculum framework, instruction, materials and interventions

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- Activities are listed for each of our six RTTT objectives

- This column details the programs, tools, and supports that the state will provide for each objective¹

¹ This list is not exhaustive but includes activities that directly correlate with those of the participating districts

4 How to read the proposed activities tables (2 of 2)

Primary Objectives	The State will...	Participating districts will...	Turnaround schools in participating districts must...
Human capital plan	Use student achievement data to evaluate and improve teacher and principal performance	<p>Develop a human capital plan to identify strategies based on district needs to attract and retain effective teachers, limit teacher vacancies, staff hard-to-staff subjects, and address the equitable distribution of highly effective teachers</p> <p>Provide signing and retention bonuses for effective teachers and principals in hard-to-staff schools and subject areas (optional activity)</p>	<p>Develop a human capital plan identifying strategies based on district needs to attract and retain effective teachers, limit teacher vacancies, staff hard-to-staff subjects, and address the equitable distribution of highly effective teachers</p> <p>Provide signing and retention bonuses for effective teachers and principals in hard-to-staff schools and subject areas (optional activity)</p> <p>Provide new teacher induction that includes side-by-side mentoring by highly effective teachers</p>

- This column details what will be required of all **participating districts**
- In order to participate, a district **must agree to implement all non-optional activities**

- This column details what will be required of **districts with turnaround schools**
- In order to receive funding for turnaround schools, a district **must agree to implement all non-optional activities in its turnaround schools**

- Activities marked as “optional” are **not required for participation**

Provide signing and retention bonuses for effective teachers and principals in hard-to-staff schools and subject areas (optional activity)

5 Districts with turnaround schools must select one of four intervention models for turning around these schools

Overview of the required elements of the school intervention plans

Turnaround	<ul style="list-style-type: none">▪ Hire a new principal and replace at least 50% of the staff with highly effective teachers▪ Hire a Chief Turnaround Officer to support the principal▪ Implement a multi-measure evaluation system▪ Implement a rigorous, research-based curricula▪ Increase learning time▪ Use student data to inform and differentiate instruction▪ Provide appropriate socio-emotional supports
Transformation	<ul style="list-style-type: none">▪ Same required elements as the turnaround model without the requirement of 50% staff turnover▪ Districts must agree to evaluate teachers using a multi-measure evaluation tool, reward school leaders, teachers and staff who have increased student achievement and remove those who have not
Restart	<ul style="list-style-type: none">▪ Convert the school or close and reopen the school under a charter school operator, charter management organization (CMO) or an education management organization (EMO)▪ Require the operator to meet some requirements of the turnaround model
School closure	<ul style="list-style-type: none">▪ Close the school and send the students to a higher-performing school in the LEA▪ Monitor the performance of affected students

5 Timeline for development and implementation of school intervention plans

Schools which intend to begin RTTT reform activities in 2010-11

Activities

- Submit plan for adopting and implementing one of four school intervention plans for PDE review and approval
- PDE reviews plan for alignment with Pa's approved RTTT plan
- Implementation of RTTT activities begins

Timing

- 90 days after state receipt of award
- Within 30 days of PDE receipt of district plan
- Summer/fall 2010

Schools which need additional time to develop plans for schools in the turnaround school initiative

- Planning time
- Submit plan for adopting and implementing one of four school intervention plans for PDE review and approval
- Implementation of RTTT activities begins

- School year 2010-11
- February 2011
- Summer/fall 2011

For those districts which have multiple turnaround schools

- Implementation of RTTT activities at some schools may be deferred with implementation of RTTT schools staggered over school years 2010-11, 2011-12 and 2012-13

6 District timeline for the RTTT application

Key deadlines for districts

Action item	Date
By December 18, 2009 <ul style="list-style-type: none"> Draft RTTT plan sent to superintendents Districts attend webinar presentations on RTTT Superintendents review the draft plan with the school board president and local union president Districts submit preliminary letters of intent to PDE 	<ul style="list-style-type: none"> 12/4 12/7-12/8 12/7-12/18 12/18
By January 13, 2010 <ul style="list-style-type: none"> Final RTTT plan sent to superintendents Superintendents review the final plan with the school board president and local union president Submit final Memorandum of Understanding to PDE affirming district participation (signed by the superintendent, school board president and union president) 	<ul style="list-style-type: none"> 1/2 1/2-1/13 1/13
After Race to the Top application is submitted and approved <ul style="list-style-type: none"> Develop LEA -level implementation plans for application activities e.g., school turnaround plan, teacher and principal evaluation tools Get PDE approval for implementation plans and submission of plans to DOE 	<ul style="list-style-type: none"> 90 days after receipt of award 30 days after receipt of plan

Contact information for questions or concerns

e-mail address: ra-pde@state.pa.us

contact PDE staff based on your IU

- IUs 1 through 10: Jennifer Cleghorn (717) 214-5433
- IUs 11 through 20: Beth Olanoff (717) 783-6828
- IUs 21 through 29: Abby Smith (717) 525-5988

APPENDIX

4 Summary of proposed activities (1/6)

Primary objectives	The State will...	Participating districts will...	Turnaround schools in participating districts must ...
1 SAS and the use of data	<ul style="list-style-type: none"> Adopt and align Pennsylvania's existing academic standards and system of assessments with the Common Core standards Provide training on the standards aligned system and associated tools such as the voluntary model curriculum, diagnostic assessments and other SAS tools and resources integrating new standards as needed Develop model systems and tools to support the effective use of real-time data to drive instruction including <ul style="list-style-type: none"> (a) a model system of assessments (formative, benchmark, diagnostic, summative) and (b) a model Early Warning System to use real-time data to identify at-risk students in grades 6 and above (c) protocols for collaborative planning time for teachers Provide technical assistance in backward mapping curricula Create a model school information system (SIS) for use at the local level that provides real time student data and communicates with the State Longitudinal Data System (PIMS) 	<ul style="list-style-type: none"> Implement a high quality curriculum that is aligned with standards, assessments, curriculum framework, instruction, materials and interventions. Implement a system of assessments with capacity to inform instruction on timely and regular basis Implement a system to use real-time student data to identify students at academic risk in grade 6 and above. Implement a SIS that provides real time student data and can communicate with PIMS Provide collaborative time for teachers to review real-time student data to drive instruction 	<ul style="list-style-type: none"> Implement a rigorous research-based curriculum aligned with standards, assessments, curriculum framework, instruction, materials and interventions. Implement the model system of assessments Backward map district math and literacy curricula to ensure coherence from grade level to grade level Implement the model Early Warning System for grades 6 and above that uses real-time student level data Implement the model SIS or complete a diagnostic of district data system capabilities Provide alt least twice weekly collaborative time for teachers to review real time student data to drive instruction

4 Summary of proposed activities (2/6)

Primary objectives	The State will...	Participating districts will...	Turnaround schools in participating districts must...
2 Human capital pipeline	<ul style="list-style-type: none"> ▪ Use student achievement data to evaluate and improve teacher and principal preparation programs ▪ Establish partnerships with colleges, universities and nonprofit organizations to create post-baccalaureate certification programs to attract career changers and young professionals in teacher shortage areas (STEM, ESL, special education) ▪ Develop additional alternative certification routes in high need fields and hard to staff schools in partnership with LEAs ▪ Develop urban principal and teacher academies in partnership with school districts to address the critical shortage of highly effective urban school principals and teachers ▪ Partner with colleges and universities to attract and subsidize college tuition for high-performing high-school students committed to teaching in high-need districts 	<ul style="list-style-type: none"> ▪ Develop a human capital plan to identify strategies based on district needs to attract and retain effective teachers, limit teacher vacancies, staff hard-to-staff subjects, and address the equitable distribution of highly effective teachers ▪ Provide signing and retention bonuses for effective teachers and principals in hard-to-staff schools and subject areas (optional activity) 	<ul style="list-style-type: none"> ▪ Develop a human capital plan identifying strategies based on district needs to attract and retain effective teachers, limit teacher vacancies, staff hard-to-staff subjects, and address the equitable distribution of highly effective teachers ▪ Provide signing and retention bonuses for effective teachers and principals in hard-to-staff schools and subject areas (optional activity) ▪ Provide new teacher induction that includes side-by-side mentoring by highly effective teachers

4 Summary of proposed activities (3/6)

Primary objectives	The State will...	Participating districts will...	Turnaround schools in participating districts must...
3 Multi-measure evaluation	<ul style="list-style-type: none"> Develop model multi-measure evaluation system for teachers and principals that takes into account data on student growth as a significant factor Develop required training for principals in effective use of evaluation systems including observation and due process as related to teacher evaluation 	<ul style="list-style-type: none"> Implement a multi-measure evaluation system for teachers and principals that takes into account data on student growth as a significant factor and is designed and developed with teacher and principal involvement Conduct annual evaluations of teachers and principals that include timely and constructive feedback and provide data on student growth for students, classes and schools Provide training to all principals and teachers on effective use of the evaluation system Use evaluations to inform decisions regarding professional development, compensation, promotion and retention, tenure and removal of ineffective teachers after ample opportunity to improve. 	<ul style="list-style-type: none"> Implement model multi-measure teacher and principal evaluation system that takes into account data on student growth as a significant factor Conduct annual evaluations of teachers and principals that include timely and constructive feedback and provide data on student growth for students, classes and schools Provide training to all principals and teachers on the effective use of the evaluation system Use evaluations to inform decisions regarding professional development, compensation, promotion and retention, tenure and removal of ineffective teachers after ample opportunity to improve.

4 Summary of proposed activities (4/6)

Primary objectives	The State will...	Participating districts will...	Turnaround schools in participating districts must...
4 Professional development	<ul style="list-style-type: none"> • Develop a model career ladder for promotion, compensation and advancement of teachers based on responsibility and other factors including student growth • Change the approval process for ACT 48 professional development to require alignment with standards for teacher effectiveness in order for teachers to retain their PA Teaching Certificates • Evaluate effectiveness of professional development programs based on student growth • Develop professional development for teachers in providing high rigor coursework in high school e.g. Advanced Placement, IB, dual enrollment 	<ul style="list-style-type: none"> • Adopt a career ladder for promotion, compensation and advancement of teachers based on responsibility and other factors including student growth (optional activity) • Provide professional development to teachers based on the needs evidenced by teacher evaluation results • Provide PD to all district instructional staff on effective instructional practices including: <ul style="list-style-type: none"> → The use of data including diagnostic and formative assessment tools to differentiate classroom instruction. → SAS tools and resources → Response to Instruction and Intervention (RTII) → Systems to identify students at risk → Development of Individual Learning Plans 	<ul style="list-style-type: none"> • Adopt the model career ladder for promotion, compensation and advancement of teachers based on responsibility and other factors including student growth • Provide professional development to all district instructional staff on <ul style="list-style-type: none"> → The use of data including: diagnostic and formative assessment tools to differentiate classroom instruction. → SAS tools and resources → Response to Instruction and Intervention (RTII) → Early Warning System → Development of Individual Learning Plans • Provide professional development to high school teachers in providing high rigor coursework e.g. AP, IB or dual enrollment

4 Summary of proposed activities (5/6)

Primary objectives	The State will...	Participating districts will...	Turnaround schools in participating districts must ...
5 School turnarounds	<ul style="list-style-type: none">▪ Identify schools with the greatest challenges in raising student achievement eligible for RTTT turnaround support▪ Develop an Office of School Turnarounds with the Dept of Education charged with providing technical assistance to turnaround schools and their districts		<ul style="list-style-type: none">▪ Agree to develop and implement one of four school intervention models for each turnaround school identified by state and implement detailed reform activities.▪ In districts with more than 3 turnaround schools, identify a district turnaround leader who reports to the superintendent▪ Build high quality early childhood programs in partnership with local Early Childhood providers

4 Summary of proposed activities (6/6)

Primary objectives	The State will...	Participating districts will...	Turnaround schools in participating districts must ...
6 Evaluation and best-practices	<ul style="list-style-type: none"> ▪ Develop State capacity to identify best-practices across the Race to the Top reform areas (e.g. Innovation Labs) ▪ Conduct research and evaluation of RTTT programs and policies 	<ul style="list-style-type: none"> ▪ Provide data and access to PDE to evaluate and study RTTT strategies and activities ▪ Review available research and evaluations when developing school reform plans and work with PDE and the State's technical assistance network to implement best-practices 	<ul style="list-style-type: none"> ▪ Provide data and access to PDE to evaluate and study RTTT strategies and activities ▪ Review available research and evaluations when developing school plans and work with PDE and the State's technical assistance network to implement best-practices

Districts with turnaround schools

ALIQUIPPA SD	HAZLETON AREA SD
ALLENTOWN CITY SD	LANCASTER SD
CENTRAL DAUPHIN SD	LEBANON SD
CHAMBERSBURG AREA SD	MCKEESPORT AREA SD
CHESTER-UPLAND SD	NORRISTOWN SD
CLAIRTON CITY SD	PHILADELPHIA CITY SD
CONNELLSVILLE AREA SD	PITTSBURGH SD
CORNELL SD	READING SD
CORRY AREA SD	SOUTHEAST DELCO SD
CRAWFORD CENTRAL SD	TURKEYFOOT VALLEY AREA SD
DUQUESNE CITY SD	UNIONTOWN AREA SD
ERIE CITY SD	UPPER DARBY SD
EVERETT AREA SD	WEST GREENE SD
FARRELL AREA SD	WILLIAM PENN SD
HARMONY AREA SD	YORK CITY SD
HARRISBURG CITY SD	

5 Required elements of final Scope of Work for school intervention plans (1/3)

X = required

O = optional

	Turnaround	Restart	Transformation
<i>Hiring, developing and retaining great principals and turnaround leadership</i>			
▪ Replace principals that have been at the school longer than three years	X		X
▪ Provide principals with flexibility in hiring and retaining staff, scheduling and budget	X	X	X
▪ Require all turnaround principals to take the Teaching Matters course	X		X
▪ Implement all relevant reforms required of participating districts including multi-measure principal evaluation systems and training for principals in effective teacher evaluations, observations and due process	X	X	X
▪ Hire a Chief Turnaround Officer for each school, reporting directly to the school principal, and, in districts with more than 3 turnaround schools, identify a Director of District Turnarounds to report directly to the superintendent	X		X
▪ Provide signing bonuses to attract highly effective principals (back-loaded over a four year commitment)	O		O
<i>Hiring, developing and retaining great teachers</i>			
▪ Replace the staff, rehiring no more than 50 percent	X		
▪ Develop a plan for hiring and retaining effective teachers	X	X	X
▪ Ensure new teacher induction includes side-by-side mentoring	X		X
▪ Implement all relevant reforms required of participating districts including a multi-measure evaluation system and PD in data use	X	X	X
▪ Identify and reward school leaders and teachers who have increased student achievement and graduation rates and identify and remove those who have not	X		X
▪ Provide signing bonuses to effective teachers (back-loaded over a 4 year commitment)	O		O
▪ Provide a bonus to recruit and place a cohort of high performing teachers together in a turnaround school	O		O
▪ Adopt the model career ladder for promotion, compensation and advancement of teachers based on responsibility and other factors including student growth	X		X
▪ Provide a 7 to 10 day summer academy for teachers in the summer before the turnaround opens with intense, targeted professional development in core instruction, RTII, student data analysis and individual learning plans	X		X

5 Required elements of final Scope of Work for school intervention plans (2/3)

X = required

O = optional

	Turnaround	Restart	Transformation
<i>Implement a rigorous research-based curriculum aligned with standards, assessments, curriculum framework, instruction, materials and interventions.</i>			
▪ Backward map district math and literacy curricula to ensure coherence of transitions from grade level to grade level	X	X	X
▪ Implement a State-approved instructional model or other model that has been identified as effective by What Works Clearinghouse or the Best Evidence Encyclopedia (e.g. America's Choice; Talent Development)	X	X	X
▪ Implement PDE's RTII program to address learning gaps	X	X	X
▪ Implement the Adolescent Literacy Academy model based on TALA in middle school and high school as necessary	O		O
▪ Implement Reading Recovery for all students falling behind in grades 1 through 3	X		X
▪ Increase the number of advanced high rigor courses in turnaround high schools	X	X	X
<i>Use student data to inform and differentiate instruction</i>			
▪ Implement the model Early Warning System and train staff in system use	X	X	X
▪ Implement all relevant reforms required of participating districts including providing professional development in the use of data and integration of model system of assessments (e.g. 4Sight, CDDRE, eMetric, and diagnostic assessments) and other SAS tools	X	X	X
<i>Provide increased learning time</i>			
▪ Provide collaborative time at least twice weekly for teachers to review real time student data to drive instruction	X	X	X
▪ All entering 9 th grade students attend a preparatory summer academy to build basic skills (modeled on Project Grad or GEAR UP)	X	X	X

5 Required elements of final Scope of Work for school intervention plans (3/3)

X = required

O = optional

	Turnaround	Restart	Transformation
<i>Provide increased learning time (continued)</i>			
<ul style="list-style-type: none"> ▪ Increase learning time by implementing one of the following <ul style="list-style-type: none"> – Extending the school day by at least 30 minutes of learning time – Extending the school year by at least 15 days of learning time – Extending the school year for teachers for professional development or for developing/sharing Individual Learning Plans 	X	X	X
<i>Provide appropriate social-emotional and community-oriented services and supports for students</i>			
<ul style="list-style-type: none"> ▪ Build high quality early childhood programs in partnership with local Early Childhood providers 	X	X	X
<ul style="list-style-type: none"> ▪ Develop a plan for providing the appropriate social-emotional supports to all students 	X	X	X
<ul style="list-style-type: none"> ▪ Ensure that Early Warning System is used to identify at-risk students in grades 6 and above who need social-emotional or community-oriented services 	X	X	X
<ul style="list-style-type: none"> ▪ In turnaround high schools, create a Freshman Academy that includes the following <ul style="list-style-type: none"> – Small teams of teachers who all teach the same students and have collaborative planning time together every day – Multiple opportunities for students to earn credits toward graduation (e.g. double dosing, summer school, afterschool, twilight school) 	X		X
<ul style="list-style-type: none"> ▪ Develop Individualized Learning Plans for all students which are updated 3 times a year 	O	O	O
<ul style="list-style-type: none"> ▪ Provide a 3-day orientation to all students who transfer into the school midyear including an opportunity to meet relevant adults in the school, a diagnostic assessment, creation of an ILP and onboarding to the local data system 	X	X	X
<ul style="list-style-type: none"> ▪ Develop a system to transfer comprehensive student information at school transitions (elementary to middle; middle to high) and for new students 	X	X	X